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ABSTRACT

This study examined the prevalence and impact of student attitudes tolerant toward or supportive of sexual aggression including date rape on college campuses. Data for the study come from the 1985 and 1989 Freshman Surveys involving a total of 89,070 male and female college students. Among the findings were the following: (1) students who oppose sexual aggression are more likely to be female, have a high self-rating of academic and writing ability, and want to help others in difficulty; (2) students who are less likely to oppose sexual aggression tend to believe married women should not work, believe that college increases earning power, believe that homosexuality should be illegal, believe that marijuana should be legal, and are Roman Catholic; (3) encouragement towards competitiveness and limited exposure to diversity in others creates a greater acceptance of sexual aggression; (4) a partying lifestyle and being a college athlete adversely affect students' perception of sex; and (5) fraternities tend to support anti-woman, pro-rape attitudes, especially sexual aggression. (Contains 61 references.) (GLR)

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Another Dimension of Campus Date Rape: Assessing College Students' Attitudes

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Another Dimension of Campus Date Rape:
Assessing College Students' Attitudes

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October 1, 1993
ASHE Conference
1993-1994
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Paper for Presentation

At any given time on any given day, a woman's life is changed drastically. This change may occur in a car, in a fraternity, in a sorority, in a college dorm room, in an off- or on-campus apartment, or in a darkened corner of a college campus itself. What is occurring to 1 in 4 college women that changes her life is that she is being forced or coerced into having sex against her will (Warshaw and Koss, 1988; Women's Resource Center, University of California Los Angeles, 1992)[1]. Largely due to the continuing consciousness raising efforts, educational efforts and research efforts of feminist scholars and the Women's Movement, rape is being accepted as an act of violence and domination rather than an act of sex. It is important to emphasize that all forms of rape are about power; rapists rape to achieve a sense of power and domination and seek to humiliate their victims. Rape is not an act of sex, rather it is an act of violence and violation where sex becomes the weapon. Between 60% and 85% of rapes are committed by someone the woman knows (Warshaw and Koss, 1988; Roden and Abarbanel, 1987; Women's Resource Center, University of California Los Angeles, 1988). More than half of rapes happen on a date (Warshaw and Koss, 1988). In 1989, a California task force on crime reported that 1 in 6 women on college campuses can expect to be raped by a date (KNBC News, 1989). A rape that occurs within the context of a date or a social gathering is defined as date rape. The prime age to be the victim/survivor of date rape is between seventeen and twenty-three (Warshaw and Koss, 1988), which coincides with the average range for the traditional college-going years. Thus, date rape as well as all other forms of sexual aggression is gaining wide recognition as a serious and sensitive issue that affects many college students.

Rape is a rampant yet silent aggression against women which is as alarming as the rate it happens among college students. It is estimated that only one in five to ten rapes are ever reported (Women's Resource Center, University of California Los Angeles, 1988) and that even fewer date rapes are reported. Victims/survivors of sexual aggression are often silent about their attack for several reasons: accepting responsibility and blame for the incident; not understanding a rape occurred, and

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1 To date, only one published study has been found that examines the frequency of unwanted sexual contact, or victimization, for male college students which was conducted by Muehlenhard and Cook (1988). However, for the purposes of this paper which focuses upon how college students react to a rape or sexual aggression that occurs on a date or in a social context and where the attacked is a female, the victim/survivor will be referred to as "she." Yet, it is important to emphasize that men can be sexually assaulted too. Men can be forced to submit to sodomy and oral copulation. Usually the perpetrator is male and attempting to assert power over their victim, especially for humiliation (Roden and Abarbanel, 1987, page 11). Just because there is limited data on male rape victims/survivors does not translate into men do not get raped. They do. However, they may not be as likely or willing to discuss or report the incident. There is a great need for research to be conducted with male victims/survivors, as there is an equally important need for support and understanding for male victims/survivors.

instead framing it as rougher-than-normal sex; and shame. Their silence is also protection against negative attitudes towards rape, especially date rape, and its victims/survivors. In addition to blaming themselves for the rape, they fear that they will be blamed by others for the rape. Because blaming the victim is so pervasive victims/survivors are wary of the attitudes of their friends, their parents, their college's administrators and policies, and the overall society. Survivors of sexual aggression, which encompasses all forms of rape, suffer greatly after the assault. One primary factor that often accentuates their suffering is a self-imposed silence about their violation because they fear the reactions of their families, friends, peers, and society in general.

Because many female college students are in jeopardy, sexual aggression, especially date rape, on college campuses is an important issue for researchers in Higher Education to study. Student attitudes and campus policies towards rape, the victims/survivors, and perpetrators must be modified and/or changed to make the college climate more sensitive to the victims/survivors rather than perpetuating the existing hostile environment that blames the victims/survivors for the rape. It is widely understood that these attitudes of blaming the victim/survivor hinder the victim's recovery from the attack (Bell et al, 1992). Negative peer attitudes towards all forms of rape not only serve as desensitizers towards aggression towards women, but also are used by the rapist after the act to deny the impact of their crime, to excuse their behavior, and perhaps to justify committing the act again (Bell et al, 1992; Sanday, 1990). Because the peer reaction creates and informs the climate on college campuses that a survivor, and all women, must contend with, this study focuses on exploring college students' attitudes towards sexual aggression.

The research on campus sexual aggression in recent years, has had a dual approach. The first approach attempts to clearly record the link between conservative attitudes, especially traditional sex-role attitudes, and rape myths and blaming the victim. The standard methodology for assessing students' attitudes about sex-role attitudes and attitudes about the victims is a survey where respondents read scenarios of dates and then reply to questions about how they viewed the females in the dates. The second trend is to attempt to document the prevalence of sexual aggression on college campuses; the most cited and important data collected using this approach was conducted by Koss in 1987. The standard methodology for measuring the prevalence of rape or attempted rape on college campuses is a survey where students answer two types of questions about sexual behaviors and encounters: the

questions either include behaviors that constitute acts legally defined as rape but are not labeled as rape or the question include behaviors acts legally defined as raped and are labeled as rape. This approach to asking questions discerns which students identify behaviors as rape and those who do not identify behaviors as rape even though it is sexual aggression. These two approaches are distinct however work in tandem because all of this research on the prevalence of sexual aggression on college campuses attempts to the understand the acceptance of rape myths of college students.

Researchers adhering to a sociocultural view of rape (Bell et al, 1992, page 454) have argued that there is an identifiable set of attitudes that might support or promote crimes against women (Burt, 1980; Lottes, 1991). Referred to by many names, such as rape myths, rape supportive attitudes, and rape callous attitudes, these attitudes involve prejudicial, stereotyped, or false beliefs about rape, rape victims, and rapists (Burt, 1980). Studies have demonstrated that rape myths are widely accepted on college campuses as well as in society at large (Burt, 1980; Lottes, 1991). Several studies have explored the correlates of rape myths, negative attitudes towards rape, and actual rape behavior and the encouragement of it. It should be emphatically noted here that rape myths, possibly only in part, lead to negative attitudes about rape.

In Burt's important 1980 paper, "Cultural Myths and Supports For Rape," her data, which was collected by using four different scales which measured acceptance of rape myths and was analyzed by path analysis, supports the feminist argument that rape is socially determined. Burt found that rape "is the logical and psychological extension of a dominant-submissive, competitive, sex-role stereotyped culture" (Burt, 1980, page 229). Burt's major findings include an alarming acceptance of the rape myths which involve blaming the victim and portraying the rapist as an innocent party in the attack. Moreover, belief in these rape myths are closely intertwined with other strongly held and pervasive attitudes, such as the acceptance of interpersonal violence, sex-role stereotyping, and adversarial sexual beliefs (Burt, 1980). Complementing Burt's findings, Check and Malamuth found from their own research about rape myths that "the use of force in sexual interactions is ... widespread and acceptable in our society" (1985, page 419). They further found that rape-myth acceptance, acceptance of violence against women, and adversarial sex beliefs are all related to men's self-reported likelihood of raping by creating an atmosphere that accepts and condones rape. Blumberg and Lester clearly show the strong association between rape myths and traditional sex role stereotypes (1991, page 727).

On the college campus, stereotypes and myths create a climate in which date rape can thrive, especially because of the acceptance of actual rapes being viewed as normal sexual encounters (Sanday, 1990). Quackenbush, in 1989, reported the general results of a study investigating the perception and expressed likelihood of date rape in relationship to rape myths. Using Burt's (1980) Adversarial Sexual Beliefs Scale, Acceptance of Interpersonal Violence Scale, and Rape Myth Acceptance Scale, Malamuth's (1981) Likelihood of Raping Scale, and Deitz's Rape Responsibility Questionnaire (1981), found that roughly 65% (page 377) of her sample of 114 male college students agreed that women are to blame for their rape, regardless of the circumstances. However, these men were less apt to blame the victim in a stranger rape scenario than those victims in a date rape scenario. These men were also asked their agreement with rape myths. Depending on the myth, men agreed between 11% and 37% (page 377). Rape-supportive attitudes such as these culturally accepted and perpetuated myths create a hostile environment for women as well as for victims (Quackenbush, 1989; Sanday, 1990) and may provide the "disinhibitory release necessary to commit date rape" (Quackenbush, 1989, page 377; Malamuth, 1981). Quackenbush (1989), Malamuth (1981), Briere et al (1985) and Sanday (1990) contend that rape myths create an environment which is both hostile towards women and victims and providing the atmosphere for rapes to occur.

Koss, in her landmark study about the prevalence of campus rape and date rape that surveyed roughly 6,000 college students, found that situational factors and sex role socialization did in fact contribute to date rape, but other theories did not. Like two other crucial studies on attitudes of college students about date rape, Muehlenhard, Friedman and Thomas' 1985 "Is Date Rape Justifiable? The Effects of Dating Activity, Who Initiated, Who Paid, and Men's Attitudes Toward Women" and Muehlenhard and MacNaughton's 1988 "Women's Beliefs About Women Who 'Led Men On,'" Koss investigated the contention that women are vulnerable to rape because they accept myths. Koss found that rape victims/survivors who knew their assailants did not accept rape myths any more strongly than non-victims.

In both the Muehlenhard, Friedman and Thomas and the Muehlenhard and MacNaughton studies, it was postulated that men (Muehlenhard, Friedman, Thomas) and women (Muehlenhard and MacNaughton) often will blame the victim/survivor for the attack, usually because the victim/survivor is believed to have led the man on in some manner, such as acting "suggestively." In both studies,

"suggestiveness" is defined by the victim/survivor dressing provocatively instead of conservatively, going to the date's apartment, or the victim/survivor asking the man out on the date. Their definitions of "suggestiveness" are based on rape myths. Both samples read two different scenarios: in the first scenario, the victim/survivor acts and dresses conservatively and in the second scenario, the woman acts and dresses suggestively. Like the Koss study, the Muehlenhard studies found that rape myths were generally accepted the rape myths and the "suggestive victim/survivor" was blamed more for "her" rape. However, unlike the Koss study, the Muehlenhard studies found that women who highly believed rape myths were more likely to experience date rape. Therefore, there is no definitive conclusion about rape myths leading to heightened risk of date rape, other than that they do negatively influence peoples', especially college students', attitudes towards the victim/survivor. However, what is important is that they do find the link between myths and negative attitudes towards rape, which influences the college climate on the issue.

Several other studies on college campuses also have shown that negative or callous attitudes about date rape are related to underlying beliefs about gender roles, sexuality, and violence. In another Muehlenhard study (1986), it was found that the traditionalism of the students' attitudes towards women and sex roles in general interacted with the acceptance as date rape as sex instead of rape. Moreover, she further found that traditionalism affected rape-justifiability across all situations, but especially with date rape scenarios. By using a sample of 1,152 introductory psychology undergraduate students, Muehlenhard and Falcon in 1990 found that the men who accepted traditional gender roles, especially with the belief that males are dominant, were more likely to have engaged in both verbal and sexual coercion and forceful rape. Nelson and Torgler (1990), in their study utilizing 89 undergraduate psychology students, found that men showing more traditional attitudes towards women were more accepting of attitudes towards coercive sex; moreover, they found that men accepted both traditional sex role attitudes and negative attitudes about rape more than women. Lottes, in her study of 640 undergraduates from four northeastern universities, found that greater acceptance of "victim-callous rape attitudes" (1991, page 37) was related to less egalitarian gender-role beliefs, greater acceptance of adversarial sexual beliefs, and greater acceptance of traditional attitudes toward female sexuality.

In Bridges 1991 study of 62 female and 33 male undergraduates, the men were less likely than the women to characterize forced intercourse as rape, more likely to believe that the victim enjoyed the

"sex," and that there would be no resulting trauma because the encounter was "sex" not rape. Bridges also found that men believed forced intercourse on a date to be "sex" rather than an act of rape; instead these men believed that rape was committed by a stranger. This 1991 study conducted by Bridges was based on a study conducted with McGail in 1989, which produced similar findings using 122 female and 62 male undergraduates. Copenhaver and Grauerholz in 1991 conducted surveys of 140 of 500 randomly selected sorority women; found that half the women had experienced at least one act of sexual aggression while in college. One-fourth of the women had experienced attempted rape, while another 25% percent had experienced sexual coercion or forcible rape. Half of the attackers were boyfriends or dates, and 45% were acquaintances or friends. Out of all the women who had been raped, only 36% understood it to be rape. The rest thought what had occurred had been "normal sex."

Although not longitudinal in nature, the most important research to date about how college impacts these date rape-supportive attitudes has been conducted by Peggy Reeves Sanday. Sanday is an anthropologist and uses the ethnographic approach to studying the impact of the college climate on attitudes about rape. Sanday's contends that attitudes are related absolutely to rape, which has already been supported by the other studies which have been discussed. However, she does not focus upon the mechanisms by which these attitudes develop, though she does allude to the socializing role of family and peers. Instead, she focuses upon how these negative attitudes are reinforced by and transmitted to college students. In Sanday's 1990 *Fraternity Gang Rape*, she conducts a case study of a gang rape of a young woman by fraternity "boys" at their fraternity house. She purposely labels members of fraternities, or any male, accepting and displaying of these negative attitudes towards date rape, rape, and women in general, as "boys" instead of men because they are acting childish and infantile. In her study, interviews are conducted with the victim/survivor, the perpetrators, and several fraternity members. These interviews were conducted by other students who elicited more trust from the interviewees than Sanday would have. In the interviews, discussion topics included the gang rape itself, attitudes about rape, date rape, sexuality, and traditionality. Moreover, she reviews institutional response and the legal response to the case.

Sanday found that the fraternities, or any other association that promotes close male peers or are all male (for example, team athletics), reinforce attitudes and actions that promote abuse towards women. Initiational rites include the rejection of anything female and the attempt to kill any thing female

in the male. These rituals reaffirm traditional attitudes and rape-supportive beliefs including compulsory heterosexuality, woman hating, female subordination, sex as a commodity by divorcing it from the person and relationships, and eternal female sexuality. The rituals, especially gang rape, are the attempts to program and transmit these attitudes and behaviors from boy to boy. Moreover, these organizations teach their boys about sex, primarily through pornography which portrays rapes as normal sex (Sanday, 1990; Malamuth and Briere, 1985).

In a study of college experiences which sought to identify institutional factors that lead to student involvement in educationally meaningful extracurricular activities, conducted by Kuh and Lyons from 1988 to 1989, most of the fourteen participating college institutions had powerful Greek organizations that promoted the demeaning and stereotyping of women. However, Kuh and Lyons found Greek organizations and their promotion of negative attitudes about sexuality, rape, and women to be less divisive at institutions where strong residence life programs and other significant subcommunity options existed for students. The implications of this study in combination with the Sanday study are enormous. Colleges seem to be creating and condoning atmospheres were women are not respected. It is vital that colleges become aware of these attitudes and the ways in which they are transmitted, even at the subtlest of levels. Beyond awareness, colleges must understand these attitudes must be stopped and transmuted into positive and respectful attitudes towards women and victims/survivors of date rape or any other form of aggression against women.

Sanday argues that these rape-supportive and anti-female attitudes and behaviors that are demonstrated and promoted by fraternity members, and accepted and condoned by the college campus, creates a hostile atmosphere for women. This atmosphere is harmful and dangerous for women in that they are not treated or respected as equals, rather they are treated as subordinates and sex objects. Moreover, there is the risk of violence against women because the atmosphere promotes and condones it. This atmosphere is especially harmful for victims/survivors of date rape or any other rape. A woman, who has survived an egregious and horrible violation and humiliation, must not only cope with the trauma after the attack, but the attitudes about what was forced upon her. It amounts to being twice victimized because the atmosphere surrounding her is blaming her for the attack or telling her that her attack was "normal sex" rather than violence and abuse against her.

These studies, when reviewed collectively with the Koss study, the Burt study, and the Muehlenhard studies, and the Sanday study show the prevalence of rape-supportive or -tolerant attitudes, or negative attitudes about rape and date rape, among college students. Because these studies are looking at attitudes in the college population, the samples of college students are ideal even though the samples, in the main, were small. Even though there is evidence that these attitudes are entrenched in society, it is necessary, however, to conduct further research using samples from the overall population before generalizing the findings to the overall population. The majority of these studies are either correlational or ex-post-facto, which are useful for showing that in fact these adverse and potentially dangerous attitudes are prevalent among college students. These studies clearly and amply illuminate and prove that some students have these harmful attitudes. What these studies lack is defining who these students are that hold such harmful attitudes and demonstrating how college impacts these attitudes. Longitudinal analyses must be conducted to measure how students' attitudes change during college and as a result of being in certain types of collegiate atmospheres and/or participating in certain activities. This type of approach will show how the socialization process continues, and how attitudes that students carry with them as they enter college are reinforced or reshaped due to college and their peers. This is the mission of this exploratory study: to assess who the students are that hold attitudes tolerating sexual aggression and to assess the impact of the college experience on students' attitudes about sexual aggression. The major importance and significance of this study is that nothing such as this has been done before.

DESIGN OF STUDY

Two basic research questions guided this study. First, what are the characteristics of entering-college freshmen who believe that sexual aggression is intolerable and believe that sexual aggression is tolerable? Second, how does college impact students' attitudes about sexual aggression; specifically, what in the college environment impacts students' attitudes about sexual aggression? To answer these questions, this study analyzes the Cooperative Institutional Research Program's (CIRP's) data on sexual aggression.

Method of Data Analysis

Three types of analyses were conducted to answer the research questions. Firstly, crosstabulations were conducted to discern the distribution of students' attitudes about sexual

aggression; this was also done to see how men's attitudes differed from women's responses. Secondly, a multiple regression analysis was run to compile profiles of the freshmen who do not tolerate the idea of sexual aggression and the freshmen who do. Finally, to assess how college impacts students' attitudes about sexual aggression and what specifically in the college environment is either negatively or positively impacting attitudes, Alexander Astin's (1991) Input-Environment-Outcome (I-E-O) research model was employed.

To implement the I-E-O model, blocked stepwise multiple regression analysis method was used. This method controls the background characteristics, or the "inputs", of the college student in order to assess the "true" impact of the college environment on the dependent variable, or the "outcome." By first controlling the effects of the input variables, it is then possible to determine if the environmental variables add anything to the prediction of the dependent or outcome variable. According to their sequence of occurrence, the inputs and the environments are sequentially blocked and then entered; the variables within each block compete with each other for a place in the regression equation, but the blocks themselves do not compete against each other. A total of three regression equations were conducted: one for the overall sample, one for the female portion of the sample and one for the male portion of the sample. The separate regressions for the genders were conducted in order to discern if college environments impact the genders differently in regards to their attitudes on the dependent variable.

Variables

The outcome/dependent variable for this study is the CIRP's sexual aggression item on their annual Freshmen and Follow-up Surveys. The item reads, "Just because a man thinks that a woman has 'led' him on does not entitle him to have sex with her; respondents rank their level of agreement on a four point scale of (1) disagreeing strongly, (2) disagreeing somewhat, (3) agreeing somewhat and (4) agreeing strongly. This measure of sexual aggression first appeared on the 1989 Freshman Survey, which will be followed up in 1993, and the 1989 Follow-up Survey of the 1985 College Freshmen. This statement is based on one of the most pervasive and most commonly accepted rape myths: if a woman is perceived by a man as leading him on, whether it be by her appearance, mannerism, or actions, she then is asking for "it" and deserves what she gets because the man perceives she has somehow no verbally communicated to the man she wants to have sex with him. Moreover, this

measure emphasizes a non-consensual sexual encounter by employing the word "entitle;" entitlement does not denote consensual relations, rather it implies a relationship that involves power. This is the root definition of rape. Therefore, this a very appropriate measure of sexual aggression; moreover in Muehlenhard and MacNaughton's 1988 study it was also used, therefore setting a precedent for using this as a measure of sexual aggression.

The independent variables, presented in Table 1, include input/background characteristics, environmental variables, and intermediate outcome variables, which for the I-E-O model are blocked temporally. There are two basic categories of environmental variables: between-institution environmental variables are characteristics of the entire institution, these include institutional type characteristics, faculty and peer climate measures, and curriculum; and within-institution environmental variables can vary within a given institution for each student, which include place of residence, work patterns, level of involvement with college based activities. These variables are collected from three sources: the 1989 student follow-up survey, the 1989 survey of faculty, and the institutional characteristics files of the Higher Education Research Institute. It is important to note that because students have agency over the within-institutional environmental variables which are also called intermediate outcomes, they are blocked separately from the variables which solely describe the difference between institutions, the between-institution environmental characteristics. The input characteristics or background characteristics of the student before they enter college; specific measures include demographic characteristics, secondary school achievements and activities, personal values, and self concept. These variables are taken from the 1985 Freshman Survey.

It is vital to discuss the rationale for choosing these variables. There are two rationales for the inputs chosen: the demographic characteristics and activities show what type of person the student is and what their home and personal life may be like; the attitudes, goals and self-concepts were chosen in order to profile their attitudes, goals and sense of self. The environments and intermediate outcomes chosen were deliberately selected because they may impact the students' attitude about sexual aggression and thus the overall climate surrounding rape on college campuses. It is important to note that the attitudes chosen were also to assess if students holding traditional sex-role attitudes or conservative attitudes in general are also prone to tolerate rape, which is suggested by the literature. The intermediate outcomes where specifically chosen with Feldman and Newcomb's Accentuation Theory in mind:

students gravitate to people and activities that reinforce their attitudes and perceptions. Therefore, the intermediate outcomes chosen may reinforce or reshape a student's perceptions about sexual aggression

Participants

The data for this study were drawn from two recent national surveys of college students. For the longitudinal portion of the analyses, data drawn from the 1985 Freshman Survey which had a four year follow-up survey conducted; the sample is of 10,090 college students which includes 5,957 females and 4,133 males, from over 180 schools. Because there is no pretest on the 1985 Freshman Survey for the outcome/dependent measure, to analyze the characteristics of the freshmen, the 1989 Freshmen survey data were utilized; the sample is 78,980 freshmen which includes 40,640 female freshmen and 38,340 male freshmen. It must be noted here that for this paper, those who marked one or two for their response are referred to as students who rationalize (accept, condone, tolerate or justify) sexual aggression while those who marked three or four for their response are referred to as students who oppose sexual aggression.

RESULTS AND DISCUSSION

Because no pretest of the dependent variable appeared on the 1985 Freshmen survey, it is not possible to show the percent change over the four years of college which separate the '85 Freshmen Survey and the '89 Follow-up Survey. However, it is important to show and discuss students' attitudes regarding sexual aggression simply by how they responded to the dependent variable. By conducting crosstabulations, the distribution of how the overall sample, as well as the female and male portion of the overall sample, are agreeing with the dependent variable, meaning they oppose sexual aggression, or disagreeing with the dependent variable, meaning they tolerate sexual aggression, were discerned. To understand the breakdown of freshman attitudes about sexual aggression, crosstabulations were conducted using the 1989 Freshmen Survey and to understand the breakdown of the senior's attitudes about sexual aggression, the 1985-1989 longitudinal data was used.

Table 2 shows the distribution of the 1989 freshmen according to their level of agreement with the dependent variable and according to their gender. It is clear that this is a very skewed sample towards opposing rape. However, the breakdown is fascinating. Women should be safe from sexual aggression and ideas tolerating sexual aggression should be archaic, but this distribution show that college freshmen actual do tolerate sexual aggression, and men tolerate it more than women: 5.6% of

men and 4.2% of women disagree strongly with the dependent variable, thus strongly tolerating sexual aggression; 13% of men while only 1.7% of women disagree somewhat with the dependent measure, thus somewhat tolerating sexual aggression; 40.7% of men compared to 11% of women agree somewhat with the dependent variable, meaning they only somewhat oppose rape; and only 40.7% of the men compared to 83.1% of women agree strongly with the dependent measure, which denotes they strongly oppose rape. Clearly, men are more tolerant of supporting sexual aggression, while women are less so; however, some women do find sexual aggression tolerable. It is truly worrisome that a total of 18.6% of freshman men tolerate sexual aggression and 5.9% of the women tolerate it.

Table 3 shows the distributions according by level of agreement with the dependent variable and according to sex for the 1989 seniors who were initially surveyed in 1985 as freshmen. Again, the sample is highly skewed towards opposing sexual aggression and again men are tolerating sexual aggression more than women; however the percentages of tolerance are distinctly lower than those of the 1989 Freshmen. One flaw of this study is that it is not possible to chart the changes in attitudes about sexual aggression because there is no pretest; however, by comparing these two distribution tables, it is possible to speculate that college is indeed having an impact on attitudes about sexual aggression, but it is not possible at this point in time with this dataset to know if this actually what is occurring. Further research needs to be conducted in this area. The only way to be sure if this is the case is to conduct a longitudinal study where the percent change can be calculated, which will be possible by the end of 1993 when the four year follow-up survey to the 1989 freshmen is conducted.

These distributions are important because they show the percentages of how many students are tolerating or opposing sexual aggression as well as how many male freshmen and female freshmen are tolerating or opposing rape. However, these distributions show nothing about who these two category of students are or how college impacts their acceptance or opposition of sexual aggression. Therefore, to answer those two question, other analyses were conducted.

To profile the incoming freshmen who tolerate sexual aggression and the incoming freshmen who oppose sexual aggression, a multiple regression analysis was conducted. To determine the profiles all the background characteristics, including demographic characteristics, high school achievements and activities, self-concepts, attitudes about political and social issues, and goals for the future, were entered into one regression block and allowed to compete with each other. Those variables entering as negative

were descriptors of those freshmen who rationalize rape (please refer to Table 4), while those variables entering as positive were descriptors of freshmen who oppose rape (please refer to Table 5). To make sure there were no interaction effects, separate regressions were run for the overall sample as well as the male and female portions of the samples, and those results are also presented in Tables 4 and 5. It must be emphasized that attitudes among college students regarding sexual aggression are determined by a complex set of factors, with no apparent pattern to them.

For those students who disagree with the dependent variable on some level, which means they tolerate sexual aggression on some level, several descriptors characterize them. Beliefs in certain traditional sex-role attitudes, such married women should not work outside of the home and homosexuality should be illegal, characterized freshmen who rationalize rape. They tend to have liberal attitudes about sex, such as believing sex between relative strangers is acceptable as is living together outside of marriage. These freshmen tend to have leadership goals, which connote a certain degree of aggression, such as wanting to have administrative ability in the future. Not surprisingly, students who spent time partying and drinking beer tend more to accept sexual aggression. Students who are Roman Catholic also seem to tolerate sexual aggression more; this may be for a variety of reasons, such as a strong double standard in the Catholic Church, which allows men to be more free sexually than women, combined with the emphasis of sin, guilt and punishment. Roman Catholics may believe that a woman who has led a man on indeed is guilty of sin and deserves punishment. Speculatively, Roman Catholics may believe that if a woman gets herself in a compromising position and gets what she deserves, this is God's will and must be accepted. Students who also felt that marijuana should be legalized, which causes a loss of inhibition and a loss of control which in turn may lead to a sexual aggression situation, and that mandatory AIDS testing is acceptable, which may be because these students want to have AIDS free sexual partners, friends, class-mates, and co-workers, tended to rationalize rape. This profile seems that those who condone sexual aggression are liberal when servicing themselves but conservative in order to achieve power and money.

The descriptors that characterize the genders specifically are interesting in themselves. For men, the only additional descriptor is if a student won a varsity letter in a team sport in high school he is more prone to tolerate sexual aggression. This supports Sanday's (1990) contention that all male organizations, such as team athletics, promote anti-female and rape-supportive atmospheres. This

suggests that this all male atmosphere is not a supportive peer group which promotes positive attitudes about women. For women, only three descriptors entered specifically which were all attitudes about social issues: believing that married women should not work outside the home, believing that sex between relative strangers is acceptable as is the legalization of marijuana. This suggests that these women are conservative on women's issues and women's place in society, but liberal on sex and drugs.

For the anti-rape students, or the students who oppose sexual aggression, there is again a complex set of factors that determine their attitudes about sexual aggression, which are vastly different than that set of factors which describes the students who tolerate sexual aggression. Even though this is considered a conservative and traditional sex-role attitudes, students, especially men, who want to raise a family tend to oppose rape; this may be due to the respect they have for women and family values, or it may be due to the notion that sex should be confined to marriage. Students who have a high degree of altruism tend to oppose sexual aggression; for instance, if students have the goals of wanting to help others in difficulty and wanting to promote racial understanding tend to oppose rape. Students who have a strong, supportive peer group, which is demonstrated by discussing personal problems with friends, oppose date rape. Besides being well informed about political affairs and wanting to continue this, students who oppose sexual aggression also are liberal on several political/social issues: they believe abortions should be legal, that mandatory drug testing is acceptable, that government should control pollution and that the army should consist of all volunteers.

These anti-rape students also seem to be anti-drug people, which may be due to the fear of loosing control of one's impulses. Females and Caucasians/Whites tend to also oppose date rape. Students who have high self-confidence in their writing and academic ability also are prone to oppose sexual aggression; this may be due to their confidence with communicating, which is can help to avoid a sexual aggression situation. One of the most fascinating findings is that Born-Again Christians and those with no religion both are anti-rape, albeit for different reasons. Those who are Born-Again simply believe that sex should be confined to marriage and usually only for procreation, while those who report no religion may believe that a woman has the right to make her own decisions, such as that no matter what she does not have to submit to sexual aggression even if the man feels he is entitled to sex. Nonetheless, it is very rare to have these two religious groups be in agreement on the same issue.

Two general observations can be made about these profiles. First, as already stated, attitudes about sexual aggression are determined by a complex set of factors, which are independent of students' political orientation. Second, these factors do seem related to stereotypical gender-related attitudes and characteristics. Masculine or aggressive characteristics and descriptors are associated with those students who tolerate sexual aggression, while feminine or giving/nurturing characteristics, descriptors, and goals are associated with those students who oppose sexual aggression.

As mentioned above, it was not possible to enter a pretest into the regression block because none existed. Therefore, this study used "proxy" pretests: these proxy pretests are based on these profiles of the 1989 freshmen. Which ever variables entered the profile regression equation and had the identical measure on the '85 Freshmen survey, the parallel item on the '85 Freshmen survey then became a "proxy" pretest. These proxy pretests had their own block, which was the first block entered in the stepwise regression analyses. It should be noted that due to the lack of a true pretest measure, the study is flawed. By using the profiles as "proxy" pretests, this study is making the assumption, which may be flawed: the freshmen in 1989 had the same views as the freshmen in 1985. The basic, possibly flawed, assumption being that these two freshmen classes are the same, even though four years separate the two groups. There is no way of knowing if the 1985 freshmen would have felt the same way as the 1989 freshmen, but this approximation needed to be utilized to attempt the longitudinal portion of this study, which answers the second research question: how is college impacting students attitudes about sexual aggression.

Three separate regressions were conducted: one for the overall sample (n=10,090), one for the female portion of the sample (n=5,957), and one for the male portion of the sample (n=4,133). The results of these regressions are presented in Tables 6, 7, and 8. To understand these tables it is essential to explain that they are showing factors that predict a student's opposition to sexual aggression. For example, in Table 6, the first variable that enters is gender: female and is positive, this means that a woman is more likely to oppose sexual aggression; therefore any variable entering as positive and remaining positive can be interpreted as being a predictor of a student's opposition to rape. Conversely, if a variable enter as negative and remains negative, it can be interpreted as being a predictor of a student's tolerance of rape. For example, in Table 6 at step 27, participating in college athletics enters

the equation and remains negative, thus indicating a student who participates in college athletics is less likely to oppose sexual aggression and be more tolerant of it.

Another important note when reading Tables 6, 7, and 8, they do not show all the steps in the regression equation. Because the changes were slow and almost always in the same overall direction and no significant suppressor effects were discerned, not every beta/step is shown; in fact Astin/beta tables are not used at all in this paper. Instead, these tables present the multiple R and the r-squared, which shows the variance, the correlation which show the association between the independent and dependent variable, and the betas after the pretest have been controlled, the betas after the inputs have been controlled, the betas after the environments have been controlled and the betas at the final step when the intermediate outcomes have been controlled. These tables show the overall effect the independent variables are having on student's opposition or tolerance of sexual aggression. For a quick overview of how the independent variables that entered the regression equations are impacting students' opposition to sexual aggression, Table 9 shows whether or not the variable had a positive or negative impact on the opposition to rape: a plus (+) means the variable tends to influence students to be more likely to oppose sexual aggression, while a negative (-) means the variable tends to influence students to be less opposed to sexual aggression and be more tolerant of it.

The results of the overall sample of students are shown in Table 6 and there are several important results to highlight; only the most intriguing results are discussed while other results are presented in the table. Thiry-four independent variables entered the final regression equation, including 11 proxy pretests. The pretests which entered mirror the findings in the profiles. Students who are more likely to oppose sexual aggression tend to be female, have a high self-rating of academic and writing ability, want to help others in difficulty and develop a meaningful life philosophy. Those students who are less likely to oppose sexual aggression tend to believe married women should not work, believe that college increases earning power, believe that homosexuality should be illegal, believe that marijuana should be legal, desire to be successful in their own business and are Roman Catholic. After all the other blocks are controlled, the effects of these variables remain relatively unchanged.

In the input block, which contains the rest of the background characteristics which were not determined to be proxy pretests, four careers of parents enter: mother's career being in secondary education, mother's career being other, mother's career being unskilled worker, and father's career

being skilled worker. These four variables entered in negatively and remained unchanged as other variables are controlled, thus suggesting that if a student's parent falls into one of these categories, then the student is less likely to oppose rape. Because these careers are entering and are remaining unchanged this suggests more research is needed to fully understand what is happening here with parental careers. The race American-Indian/Native-American entered positively and was not effected as other variables entered the equation, meaning that students from this background and culture tend to oppose rape more than others; maybe something in their culture teaches them that a woman's body is sacred or a woman has the right to have her body and wishes respected or teaches a man that he may not have sex with a woman unless it purely consensual.

Only three environmental variables entered: the family orientation of the institution, the peer mean of materialism and status and the percentage of female undergraduate full time enrollees. Family orientation enters in negatively (beta=-03) and its effect lessens slightly after the intermediate outcomes are controlled (beta=-02), which indicates that its effect is reduced by what the student is choosing to do in college rather than the overall atmosphere, which is the pattern for the other two environmental varialbes that enter as well. However, this still indicates that if a college emphasizes family values/orientation then students attending that college are less likely to oppose rape. The peer mean of materialism and status enters in negatively, becomes stronger after all the environments are controlled, but becomes weaker after the intermediate outcomes are controlled and in fact is no longer significant by the final step. However, by this variable entering, an institution where its students emphasize materialism and the pursuit of status tend to be more tolerant of rape; maybe sexual aggression is seen by these students as another conquest or that sleeping with women is seen as status. The only positive influence in the college environment for the overall sample is if the percentage of female undergraduate FTE's is high; it enters positively and becomes stronger when all environmental variables are controlled. Therefore if there is a large physical presence of women on a campus, then sexual aggression is less tolerated.

For the overall regression equation, the most interesting results appear in the intermediate outcome block. Having a strong, positive, supportive peer group seems to be positive influences on students' opposition to sexual aggression. Socializing with a person of a different race/ethnicity, being more accepting of different races and cultures, discussing political and social issues with friends,

spending time socializing with friends or in a student sponsored club or group, and discussing course content with fellow students, all entered positively and only were effected by other intermediate outcomes, but all remained positive. This absolutely shows that interaction with other students who are different from you, or spending time with friend, or discussing issues all make students more tolerant of another person's rights and differences and therefore intolerant of sexual aggression.

Conversely, if students are encouraged to be more competitive by their college experience or limit themselves to a small, homogeneous peer group then the acceptance of sexual aggression is heightened. Spending time partying, being more competitive and being a college athlete all entered in negatively; the effect of spending time partying became stronger after all the intermediate outcomes were controlled, while the negative effect of being a college athlete remained unchanged by any other variable. Being a collegiate athlete and being competitive may influence students' perceptions of sex in that sex becomes a game to be won and the woman is the gameboard or territory to be conquered, which is a nonconsensual perception of sex. Sanday's 1990 study shows that all male organizations, such as fraternities and team sports promotes anti-female and pro-rape attitudes, and therefore it is not surprising that this variable enters the equation as a negative predictor of opposing rape. Partying has been shown in several studies, especially the Koss studies, to blur communication skills and lead to situations that involve acquaintance rape; therefore it is not surprising that this variable enters in as being a predictor for tolerance of rape. It is gratifying that peoples' hunches about what promotes attitudes that tolerate rape are being empirically proven. These findings are essential for understanding the acceptance and promotion of sexual aggression.

For the female portion of the sample, the pretests again mirrored the profiles in the same variables had the same effect on attitudes about opposing sexual aggression: academic ability was a positive predictor, only slightly weakened by the environmental block; believing homosexuality should be illegal was a negative predictor of opposing rape, only slightly weakened by the intermediate outcomes; and Roman Catholicism was also a negative predictor, which was only slightly weakened after the environments were controlled. The race of White/Caucasian entered initially positively, but after the environments were controlled no longer had an effect (beta=00), which means that something in the college environment reduced all of the positive effect of being White.

Two inputs entered positively while two others entered negatively. Estimated parental income entered positively and its effect was weakened by the environmental block; however, it still is a positive predictor, just like it is for the overall sample. If students categorizes themselves as Race: Other, meaning they are not classifying themselves as White, African-American, or Asian-American, is a positive predictor. As seen in the overall sample, mother's career in secondary education and the religion of Seven Day Adventists are both negative predictors and both remain unchanged by any other variable.

Just like with the overall sample, what is occurring before college and the self-selected college activities are influencing students' attitudes towards sexual aggression; however for the female portion of the sample, the environments are most intriguing. Three environmental variables entered for the female regression: the peer mean of outside work, the peer mean of socio-economic status, and the faculty mean of political orientation. What is happening with these three variables is fascinating, and is the most significant part of this regression equation. The peer mean of outside work starts out having no effect but after the environments are controlled, it has a positive effect (beta=06), but is once again slightly weakened by the intermediate outcomes (beta at final step =06). This suggests that working outside of the college environment is a positive influence on opposing sexual aggression. The peer mean of socio-economic status is also a positive predictor and is strengthened when the inputs and the environments are controlled. The only negative predictor of sexual aggression in the environmental block is the faculty mean of political orientation: the beta after pretests is 01, then after the inputs has no effect, but after the environments are controlled becomes -03 and after all the variable are controlled for it becomes -04. To truly understand these effects more research must be conducted. This show that something is happening when students encounter the college environment, but without more research interpretation of these results is difficult.

Because the male sample so closely resembles the overall sample, only certain results will be discussed in depth. Like the overall sample, a parental career entered as an input, but unlike the overall sample it was a positive predictor of students' opposition to sexual aggression and is not effected by any other variables: an unemployed mother. This may be due to having a mother with non-traditional sex-role attitudes at home to influence students' ideas about women and sexuality. The race Asian-American enters as a negative predictor and its negative effect is increased once the intermediate outcomes are

controlled. Because race enters into every regression equation, more research should be conducted to discern the impact of race on attitudes towards sexual aggression.

Again, the environmental variables and the intermediate outcome variables provide the most exciting results. The only environmental variable that enters into the male regression equation is diversity emphasis in faculty composition and hiring on campus and it is a positive predictor of men's opposition or intolerance of rape; its effect is only slightly decreased by the intermediate outcomes. This suggests that the composition of the faculty is essential in informing men's attitudes about rape.

Two different intermediate outcomes entered for the male regression that did not for the overall or the female regressions. Living in a private, off-campus, non-university owned apartment is a positive predictor of opposition to rape and is not effected by other variables in the equation; this may be due to the removal of the student from negative influences on campus, such as partying or being a fraternity member. Although association does not equate to causation, it is probable that being a fraternity member is a negative predictor of men's students to opposition or intolerance of rape, it is only slightly weakened by other intermediate outcomes. This is not a surprising finding, but it is crucial because it empirically supports what Sanday found in 1990 in her ethnographic study on anti-woman, pro-rape attitudes and rape behavior in fraternities: that fraternities do in fact promote these attitudes, especially of tolerating sexual aggression.

One of the most important findings is that these variables are only accounting for 9% of the variance. Out of 178 variables, only 34 were significant at the p level of (.05) and only 9% of the variance is being accounted. Only 1% is being accounted for by the overall college environment and only 2% is being accounted by the activities a student chooses during college, the intermediate outcomes. Something else is clearly influencing students' intolerance or tolerance of rape. This pattern is replicated on a smaller scale in the female and male portions of the sample. For the female sample only 2% of the variance is being accounted for by the 14 variables that entered the regression equation, which the environment accounted for about a half of a percent and a the intermediate outcomes accounting for another 1%. Obviously women, as well as all other students, are being influenced by something is not being measured at this time. The male sample more closely resembles the overall sample in that 8% of variance is being accounted for by the 26 variables entering the regression equation, with the environment accounting for less than 1% and the intermediate outcomes accounting

for 2%. Because the variance is incredibly small for all three regressions, especially the female regression, more research of this nature must be conducted. This study is only a beginning at determining how college is impacting students' tolerance or opposition to rape and clearly more research needs to be done. Specifically, more in-depth analyses needs to conducted on the impact of college environments alone on sexual aggression as well as the chosen college activities of the students on their attitudes on sexual aggression.

During the analyses of these three regression, the question arose of how do those students who agreed somewhat with the dependent measure differ from those who strongly agreed with the dependent variable? This question arose because it was thought that maybe those who are agreeing somewhat have a tendency to tolerate rape in some situations, and are answering the question to seem politically correct. Therefore, to discern if the college climate impacts these students differently, regression analyses were conducted on just those students agreed to some degree with the dependent variable. Table 10 is an overview of these results, which deserve detailed attention in their own paper. Table 10 shows whether or not the variable had a positive or negative impact on the opposition to rape: a plus (+) means the variable tends to influence students to be more likely to oppose sexual aggression, while a negative (-) means the variable tends to influence students to be less opposed to sexual aggression and be more tolerant of it even though all the students responses were in the agree categories. One significant finding from these analyses is that college impacts these students differently, especially the women. Different environments are entering the regression equations, which means that different college environments are in fact impacting students attitudes towards sexual aggression differently.

However, this study is critically important in that it has shown that a positive peer group is a good effect on students' intolerance of rape while decisive activities such as partying, being a fraternity member or a college athlete are predictors of the tolerance of rape and possibly are promoting attitudes of tolerance of rape and maybe even the behavior itself. This study furthers research in this area because it does start to show the impact of the overall college experience on attitudes about sexual aggression. Because this is an exploratory study, there are very few explanations or theories in print to make sense of these findings. Therefore, the interpretations presented and discussed here are purely speculative and instinctual. However, the explanations that are offered here do seem to fit the data presented here and what is actually occurring on college campuses.

IMPLICATIONS AND CONCLUSIONS

Based on the findings of this study, several implications are apparent. First because the variance of the entering variables accounts for so little of the predictive power, more research must be conducted. This research should continue at the college level, however, it is necessary at the junior high and high school level as well, especially because kids are forming attitudes about sexual aggression before they enter college. Moreover, due to the lack of it, more longitudinal research is clearly need in this area. To counteract rape-tolerant attitudes and reinforce opposition to sexual aggression, institutions of higher education should be promoting strong, supportive peer groups as well as interactions and experiences with diverse people. Because fraternity "boys" and athletes seem to be exceptionally dangerous, colleges and universities need to be specifically attentive to these groups in order to attempt to change how they percieve women and tolerate sexual aggression. In terms of educating their students about rape and the realities of rape and the risk of being a rape vicitm, campuses tend to have a forty minute lecture at orientation (UCLA's Women's Resource Center, 1992). This is quite inadequate to truly attempt to transmute tolerant attitudes about sexual aggression into intolerance. College institutions must be innovative and proactive with their policies towards education about the horrifying reality of sexual aggression as well as their policies towards dealing with campus sexual aggression once it occurs.

Colleges have an obligation to keep women safe from physical and mental harm which can be caused by hostile environments. Rape-tolerant attitudes or attitudes that justify, tolerate, accept or condone sexual aggression contribute to hostile environments on college campuses. Obviously, it is time for institutions to defuse hostility towards women on campuses and the first place to begin is by being attentive to stopping attitudes that support and tolerate sexual aggression.

Table 1
Possible Variables to Enter into Regression Equation

Block 2†: Input Variables	Block 3: Environmental Variables	Block 4: Intermediate Outcome Variables
Sex of student*	Women's College*	Living Arrangement During College
Race of student* (7 Choices)	Men's College *	Lived with Parents/Relatives
Estimated Parental Income*	Co-Ed College*	Lived in Private Apt/Home
Religion of Student* (17 Choices)	Mean Feminism	Lived in Campus Dorms
Age of Student*	Mean Intellectual Self-Esteem	Lived in Frat or Sorority
Average High School GPA	Mean Permissiveness	Lived in Student Housing
Student's political orientation*	Mean Social Activism	Lived in other arrangements
(Liberalness: 1985)	Mean Materialism and Status	Satified With Campus Life
Level of Mother's Education	Mean Outside Work	Member of Fraternity or Sorority*
Level of Father's Education	Mean SES	Held Part-time Job on Campus*
Mother's Career*	Mean Political Orientation of Students	Held Part-time Job off Campus*
other	% of Undergrad Female FTE's	Worked Full-time While Student*
artist	% of Undergrad Male FTE's	Intercollegiate Athletics*
businessman	% Enrollment of Women	Intercollegiate Foot/Basketball*
business/clerical	% of Female Faculty	Enrolled in Women's Studies Classes*
clergyman	Political Orientation of Facutly	Hours Spent Working (for pay)
college teacher	Institutional Selectivity (SATM+V)	Priority to Increase Women Fac/Admin
doctor (MD or DDS)	Overall Liberalism of institution	Enrolled in Honors Courses*
education/secondary	Family Orientaion of Instition	Enrolled in Interdiscplinary Courses*
education/elementary	Faculty Positive about gndr ed pgms	In College Internship Program*
engineer	Diversity Orientation in Curriculum	In Campus Protest/Demonstration*
farmer or forester	Diversity Emphasis in Fac/Students	Student's Political Orientation
health professional	Private Two-year College*	Enrolled in Ethnic Studies Course(s)
homemaker	Private Four-year College*	Enrolled in Racial/Cultural Workshop
lawyer	Public University*	Enrolled in Study Abroad Program
nurse	Public Four-year College*	Enrolled in Remedial/Develop. Course
research scientist	Public Two-year College*	Volunteer Work
social/welfare	Private University*	Social Activism of Student
skilled worker	Overall Perception of Competition	Permisiveness of Student
semi-skilled worker	On Campus (by Faculty)	Materialism/Status Orientation
unskilled worker		Feminist Orientation of Student
unemployed		SES of Student
Father's Career*		Student to Student/Faculty Contact
artist		Self-Change:
businessman		Religious Beliefs/Convictions
clergyman		Interpersonal Skills
college teacher		Cultural Awareness
doctor (MD or DDS)		Acceptance of Other Races
education/secondary		Competitiveness
education/elementary		Ability To Work Cooperatively
engineer		College Impression:
farmer or forester		Conformity Among Students
health professional		Competition for Grades
lawyer		Overemphasis of College Sport
military career		Little Contact with Professors
research scientist		Satisfied w/ Regulations on Campus life
skilled worker		Hours Per Week: Partying, Studying
semi-skilled worker		Being w/ Friends, Going to
unskilled worker		Clubs or Religious Meetings
unemployed		Activities in the Past Year: Discussed
other		courses w/ friends, did a group
Attitudes regarding social issues/		project, tutoring, smoked, drank
topics/behaviors		beer or other liquor, pulled an all
Self Rating (drive, leadership,		nighter, discussed racial/ethnic
popularity, confidence)		issues or political/social issues,
		socialized with one from another
		ethnic group

* Denotes Dummy Variables
† Denotes that the "proxy" pretests, which are based on the profiles compiled from the 1989 Freshmen Survey, are entered into their own block, which is block number one.
Note: Including the "proxy" pretests, there were 178 indenpendent variables.

TABLE 2:

Distribution of '89 Freshmen According To Level of Agreement With DV/Gender

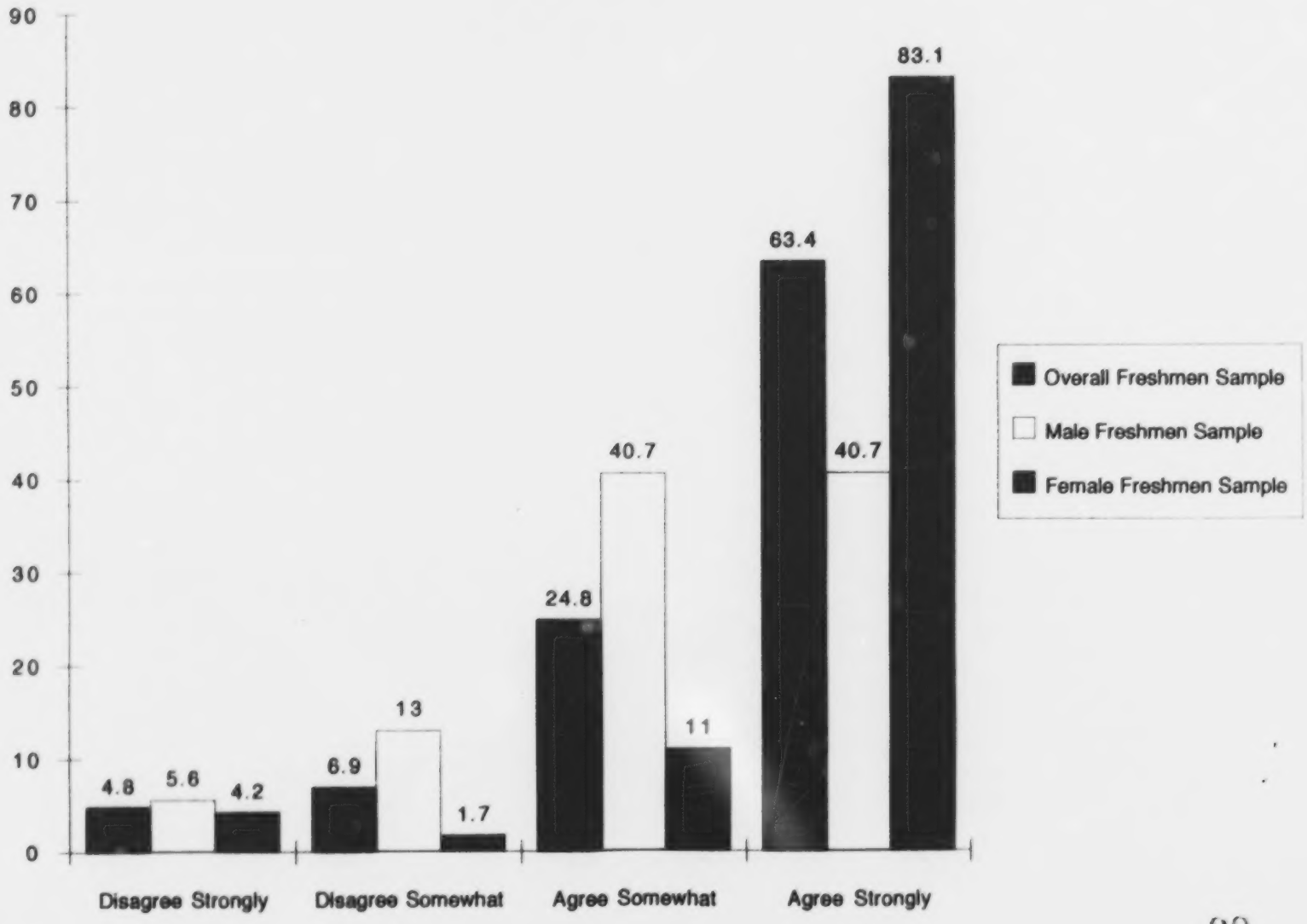

TABLE 3:

Distribution of '85-'89 Students By Level of Agreement With DV; By Gender

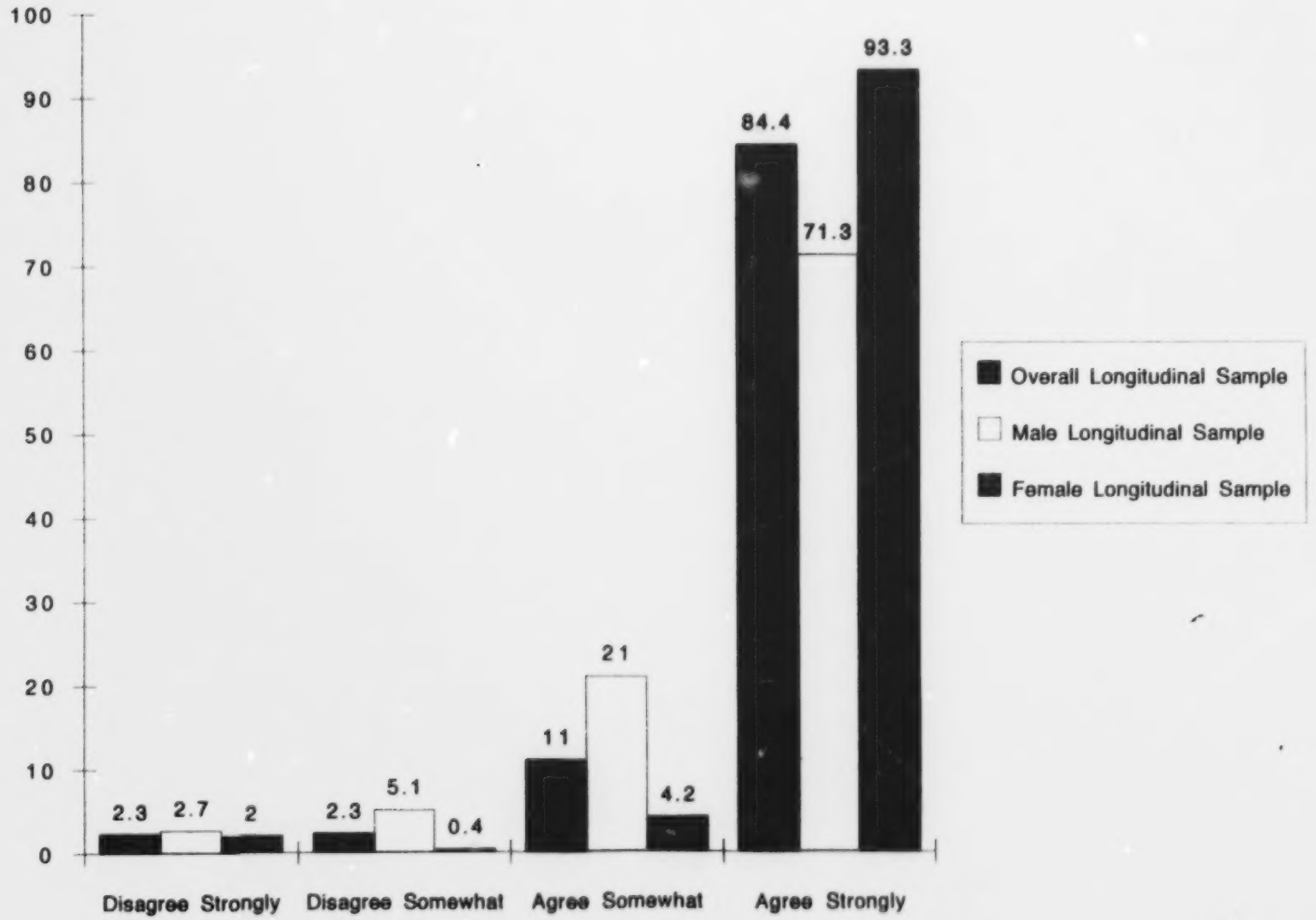

Table 4: Profiles of College Freshmen Who Rationalize Sexual Aggression

"Characteristics"	Overall Sample	Men	Women
Traditional Sex-Role Attitudes			
Believing That Married Women Should Not Work	XX	XX	XX
Believing That Homosexual Relations Should be Illegal	XX	XX	
Liberal Attitudes About Sex			
Believing That Sex Between Relative Strangers Is OK	XX	XX	XX
Believing That Living Together Before Marriage Is OK	XX	XX	
Materialism			
Believing That College Increasing Earning Power	XX	XX	
Goal of Being Successful In Own Business	XX	XX	
Aggression/Leadership Tendencies			
Goal of Having Administrative Ability	XX	XX	
Activities in High School/Peer Group Interaction			
Spends Time Partying	XX	XX	
Drinks Beer Frequently	XX	XX	
Won Varsiety Letter in Sports in High School		XX	
Attitudes About Other Issues			
Believing That Marijuana Should Be Legalized	XX	XX	XX
Believing That Mandatory AIDS Testing Is OK		XX	
Religious Affiliation			
Religion: Roman Catholic	XX	XX	

Source: UCLA Higher Education Research Institute, Cooperative Institutional Research Program. Freshmen Survey Conducted in 1989, follow-up survey will be conducted in 1993. The overall sample size is 78,988; the male freshmen sample is 48,648; the female sample size is 38,348.

Table 5: Profiles of College Freshmen Who Oppose Sexual Aggression

"Characteristics"	Overall Sample	Men	Women
Traditional Sex-Role Attitudes			
Goal of Raising a Family	XX	XX	
Altruism			
Goal of Helping Others in Difficulty	XX	XX	XX
Goal of Promoting Racial Understanding	XX	XX	
Activities in High School/Peer Group Interaction			
Discussed Personal Problems With Friends	XX	XX	XX
Attitudes About Other Issues			
Believing That Abortions Should Be Legal	XX		XX
Believing That Mandatory Drug Testing Is OK	XX	XX	XX
Believing That Government Should Control Pollution	XX	XX	XX
Believing That The Army Should be All Volunteer	XX	XX	XX
Religious Affiliation			
Religion: Born Again Christians	XX		
Religion: No Religion	XX		
Self Confidence Ratings			
High Self Rating of Writing Ability	XX	XX	XX
High Self Rating of Academic Ability			XX
Other Background Characteristics			
Gender: Female	XX		
Race: Cacausian/White			XX
Other Goals			
Goal of Keeping Abreast With Political Affairs	XX	XX	

Note: The sample is 40,640 of male freshmen, 38,348 of female freshmen, and 78,988 of freshmen over all. Source: UCLA Higher Education Research Institute, Cooperative Institutional Research Program. Freshmen Survey Conducted in 1989, follow-up survey will be conducted in 1993. An "XX" (double x) represents that the variable entered the regression equation.

Table 6: Predicting Opposition To Sexual Aggression After Four Years After College Entry For Overall Sample (n=10,090)

Step	Variable Name	R	R^2	r	Beta[a] After Pretest	Beta[a] After Inputs	Beta[a] After Environments	Beta[a] After Intermediate Outcomes
Proxy Pretests								
1	Gender: Female	23	05	23	19	20	20	19
2	Self Rating: Academic Ability	24	06	06	09	06	05	05
3	Belief: Married Women Shouldn't Work	25	06	-13	-05	-05	-05	-05
4	Goal: Being Successful in own Bussiness	26	06	-09	-05	-05	-05	-04
5	Belief: College Increases Earining Power	26	07	-10	-03	-03	-02*	-01
6	Self Rating: Writing Ability	26	07	08	03	03	03	02
7	Goal: Helping Others In Difficulty	27	07	08	04	03	03	02
8	Belief: Prohibiting Homosexual Relations	27	07	-10	-04	-03	-03	-02
9	Religion: Roman Catholic	27	07	-03	-03	-03	-02*	-01
10	Belief: Marijuana Should Be Legalized	27	07	-04	-03	-03	-03	-03
11	Goal: Develop Meaningful Life Philosophy	27	07	05	03	03	02	01
Inputs								
12	Religion: Seven Day Adventists	27	07	-03	-03	-03	-03	-03
13	Estimated Parental Income	28	07	02	03	02	02	03
14	Mother's Career: Education (secondary)	28	07	-02	-02	-03	-03	-03
15	Race: American Indian	28	07	02	02	02	02	02
16	Father's Career: Skilled Worker	28	08	-03	-02	-02	-02	-02
17	Mother's Career: Other	28	08	-01	-02	-02	-02	-02
18	Mother's Career: Unskilled Worker	28	08	-02	-02	-02	-02	-02
Environment								
19	Family Orientation of Institution	28	08	-06	-03	-03	-03	-02
20	Peer Mean: Materialism and Status	28	08	-07	-04	-03	-04	-02*
21	Percentage of Female Undergrad. FTE's	28	08	01	02	02	03	03
Intermediate Outcomes								
22	Socialized W/ Of One Different Ethnicity	29	08	08	06	06	05	04
23	Spent Time Per Week Partying	29	08	-08	-04	-04	-04	-06
24	Self-Change:Accepting Other Races/Culture	29	08	08	05	05	05	04
25	Discussed Political/Social Issues W/ Others	30	09	08	06	05	05	03
26	Spent Time Socializing W/ Friends	30	09	-01	01	01	01	03
27	Participant in College Athletics	30	09	-05	-02	-03	-03	-03
28	Political Orientation of Student	30	09	09	04	04	03	03
29	Self-Change: Religious Beliefs/Convictions	30	09	04	03	03	03	03
30	Self-Change: Competitiveness	30	09	-08	-03	-03	-02	-02
31	Spent Time Active in Student Clubs/Groups	30	09	01	-01	-01	-02	-03
32	Discussed Course Content W/ Students	30	09	07	04	03	03	03
33	Tutored Another Student	30	09	-02	-01	-01	-01	-02
34	Lived W/ Parents	30	09	-05	-03	-03	-02	-02

Source: UCLA Higher Education Research Institute, Cooperative Institutional Research Program. Follow-up of 1985 freshman conducted in 1989

Note: Decimals before numbers have been omitted.

Note: All variables are significant at the P Level of (.05); however, if an asterisk (*) appears after a variable's beta at a given step, then that variable is no longer significant at the P Level of (.05).

[a]The coefficients for any variable not yet in the equation shows the beta that variable would receive if it were entered into the equation at the *next* step.

Table 7: Predicting Opposition To Sexual Aggression After Four Years After College Entry For Female Portion of Sample (n=5,957)

Step	Variable Name	R	R^2	r	Beta[a] After Pretest	Beta[a] After Inputs	Beta[a] After Environments	Beta[a] After Intermediate Outcomes
Proxy Pretests								
1	Self Rating: Academic Ability	07	00	07	07	06	05	05
2	Belief: Prohibiting Homosexual Relations	08	00	-05	-05	-04	-04	-03
3	Race: White/Caucasian	08	00	03	03	03	00	00
4	Religion: Roman Catholic	09	00	-03	-03	-03	-03	-02
Inputs								
5	Estimated Parental Income	09	00	04	03	03	02	02
6	Mother's Career: Education (secondary)	10	01	-02	-03	-03	-03	-03
7	Race: Other	10	01	02	03	03	02	02
8	Religion: Seven Day Adventists	10	01	-03	-03	-03	-03	-03
Environment								
9	Peer Mean: Outside Work	13	01	-01	00	01	06	05
10	Peer Mean: Socio-Economic Status	13	01	08	06	05	07	07
11	Faculty Mean: Political Orientation	13	01	03	01	00	-03	-04
Intermediate Outcomes								
12	Discussed Racial/Ethnic Issues W/ Others	14	02	06	05	05	04	05
13	Tutored Another Student	14	02	-03	-04	-04	-03	-04
14	Lived in Other Campus Housing (not dorms)	15	02	-02	-02	-03	-03	-03

Source: UCLA Higher Education Research Institute, Cooperative Institutional Research Program. Follow-up of 1985 freshman conducted in 1989.

Note: Decimals before numbers have been omitted.

Note: All variables are significant at the P Level of (.05), however, if an asterisk (*) appears after a variable's beta at a given step, then that variable is no longer significant at the P Level of (.05).

[a]The coefficients for any variable not yet in the equation shows the beta that variable would receive if it were entered into the equation at the *next* step.

Table 8: Predicting Opposition To Sexual Aggression After Four Years After College Entry For Male Portion of Sample (n=4,133)

Step	Variable Name	R	R^2	r	Beta[a] After Pretest	Beta[a] After Inputs	Beta[a] After Environments	Beta[a] After Intermediate Outcomes
Proxy Pretests								
1	Goal: Being Successful in own Bussiness	11	01	-12	-09	-09	-09	-07
2	Belief: Married Women Should Not Work	15	02	-11	-08	-08	-08	-07
3	Self Rating: Academic Ability	18	03	11	07	07	07	06
4	Goal: Helping Others In Difficulty	19	03	06	05	05	05	03*
5	Belief: College Increases Earining Power	20	04	-11	-05	-04	-04	-05*
6	Goal: Develop Meaningful Life Philosophy	20	04	08	04	04	04	03
7	Belief: Marijuana Should Be Legalized	21	04	-05	-04	-04	-05	-04
8	Religion: Roman Catholic	21	04	-05	-03	-03	-03	-01
9	Self Rating: Writing Ability	22	04	10	04	03	03	02
Inputs								
10	Religion: Seven Day Adventists	22	05	-04	-05	-04	-04	-04
11	Father's Career: Skilled Worker	22	05	-06	-04	-04	-04	-04
12	Mother's Career: Unemployed	23	05	03	04	04	04	04
13	Religion: Other Protestant	23	05	05	03	03	04	02
14	Race: Asian-American	23	05	-03	-03	-03	-03	-04
Environment								
15	Diversity Emphasis in Faculty Hirings	23	05	06	04	04	04	03*
Intermediate Outcomes								
16	Socialized W/ Of One Different Ethnicity	25	06	11	08	08	08	05
17	Spent Time Per Week Partying	26	07	-11	-08	-08	-08	-11
18	Self-Change: Cultural Awareness	27	07	10	08	08	08	03
19	Satisfied With Campus Life	27	07	05	06	05	05	05
20	Discussed Political/Social Issues w/ Friends	28	07	12	08	08	08	04
21	Discussed Course Content W/ Students	28	08	08	06	06	06	04
22	Self-Change: Competitiveness	28	08	-08	-03	-03	-02	-04
23	Self-Change: Accetance of Other Races/Cultures	28	08	09	08	08	07	04
24	Lived In One's Own Private Apartements	28	08	01	03	03	03	03
25	Socialized With Friends	29	08	01	01	01	00	04
26	Member of Fraternity (or Sorority)	29	08	-03	-04	-04	-04	-03

Source: UCLA Higher Education Research Institute, Cooperative Institutional Research Program. Follow-up of 1985 freshman conducted in 1989.

Note: Decimals before numbers have been omitted.

Note: All variables are significant at the P Level of (.05); however, if an asterisk (*) appears after a variable's beta at a given step, then that variable is no longer significant at the P Level of (.05).

[a]The coefficients for any variable not yet in the equation shows the beta that variable would receive if it were entered into the equation at the *next* step.

Table 9: Summary Table – Results Of Longitudinal Analysis of Predicting College Students' Opposition To Sexual Aggression

Variables Entering Regression Statement	Net Direction of Effect: Overall (n=10,090)	Female (n=5,957)	Male (n=4,133)
"Proxy" Pretests			
Student's Gender	+	ø	ø
Student's Self Rating of Academic Ability	+	+	+
Believing that Married Women Should be Confined to Home	-	ø	-
Goal of Being Successful in Own Business	-	ø	-
Believing that College Increases Earning Power	-	ø	-
High Self Rating in Writing Ability	+	ø	ø
Goal of Helping Others in Difficulty	-	ø	ø
Believing that Homosexuality Should be Illegal	-	+	ø
Religion: Roman Catholic	-	ø	ø
Believing that Marijuana Should be Legalized	-	ø	-
High Self Rating of Academic Ability	ø	ø	ø
Background Characteristics/Attitudes/Goals (Inputs):			
Religion: Seven Day Adventists	-	ø	-
Estimated Parental Income	+	ø	ø
Father's Career: Skilled Laborer	ø	ø	-
Mother's Career: Unemployed*	-	ø	-
Race: Asian-American/Asian*	ø	ø	-
Race: African -American/Black	ø	ø	ø
Race: White/Caucasian*	ø	-	ø
Race: Other*	ø	+	ø
Characteristics of Institution (Environment):			
Students Highly Concerned with Materialism and Status	-	ø	ø
Percentage of Female Undergraduate FTE	+	ø	ø
Family Orientation of Institution	-	ø	ø
Diversity Emphasis in Curriculum and Pedagogy	ø	ø	+
Peer Mean: High Socio-Economic Status*	ø	+	ø
Peer Mean: High Amount of Students Working Off Campus*	ø	+	ø
Faculty Political Orientation (Liberalness of Faculty)*	ø	-	ø
Experiences/Attitudes/Goals After Going to College (Intermediate Outcomes):			
Socialized with Someone from a Different Race	+	ø	+
Self Change: Acceptance of Different Races	+	ø	ø
Spent Hours Per Week Partying	-	ø	-
Discussed Political and Social Issues	-	ø	+
Socialized with Friends	+	ø	ø
Self Change: Competitiveness	-	ø	ø
Took Part in Intercollegiate Sports*	-	ø	ø
Self Change: Cultural Awareness	ø	ø	+
High Satisfaction with Campus Life	ø	ø	+
Member of Fraternity or Sorority*	ø	ø	-
Living in a Private Apartment or Other Residence*	ø	ø	+
Discussed Racial and Ethnic Issues	ø	+	ø
Tutored Another Student	ø	-	ø

Note: A Plus (+) sign denotes a positive relationship between the independent variable and the dependent variable measuring sexual aggression when tracing the betas from beta at entry to beta at final step. A Negative (-) sign denotes a negative association between the independent variable and the dependent variable measuring sexual aggression when tracing the betas from beta at entry to beta at final step. A null sign (ø) the independent variable did not enter the regression equation. P level is .01, unless denoted by an * which means the variable entered in the regression statement only when the P level is .05

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Table 10: Summary Table -- Results of Longitudinal Analysis of Impact of College on Students Who Only Agree With the DV

Variables Entering Regression Statement	Net Direction of Effect* Overall (n=9,649)	Female (n=5,826)	Male (n=3,823)
"Proxy" Pretests			
Student's Gender	+	ø	ø
Student's Self Rating of Academic Ability	+	+	+
Believing that Married Women Should be Confined to Home	-	ø	-
Goal of Being Successful in Own Business	-	ø	-
Goal of Helping Others in Difficulty	-	ø	ø
Believing that Homosexuality Should be Illegal	-	ø	-
Goal of Promoting Racial Understanding	ø	ø	+
Believing that Marijuana Should be Legalized	-	ø	-
Believing that Living Together Before Without is OK	-	ø	-
Religion: Roman Catholic	ø	ø	-
Background Characteristics/Attitudes/Goals (Inputs):			
Estimated Parental Income	+	ø	ø
Mother's Career: Unemployed	ø	-	ø
Race: Asian-American/Asian	-	ø	-
Characteristics of College (Environment):			
Family Orientation of Institution	-	ø	-
Diversity Emphasis in Curriculum and Pedagogy	ø	ø	+
Attending a Two Year College	ø	-	ø
Peer Mean: Feminism	ø	+	ø
Peer Mean: Social Activism	ø	ø	+
Experiences/Attitudes/Goals After Going to College (Intermediate Outcomes):			
Socialized with Someone from a Different Race	+	ø	+
Self Change: Acceptance of Different Races	+	ø	+
Spent Hours Per Week Partying	-	ø	-
Discussed Political and Social Issues	+	+	+
Socialized With Friends	+	ø	ø
Liberalness in 1969 (Political Orientation)	+	+	ø
Enrolled in Women's Studies Course(s)	ø	ø	+

Note: These regression equations only used the students who agreed somewhat and agreed strongly with the dependent variable measuring sexual aggression. A Plus (+) sign denotes a positive relationship with the dependent variable and thus a positive impact of the independent variable on the dependent variable measuring date rape. A Negative (-) sign denotes a negative relationship with the dependent variable and thus a negative impact on the dependent variable measuring date rape. A null sign (ø) represents that at the final step, the independent variable did not enter the regression equation. The P level for these three regression equations is (.01). * The net direction of the effect of college on the dependent variable was discerned by analyzing the individual betas after entry until the end of the equation; for example, if the sign remained positive, then the overall net effect was a positive impact on the dependent variable.

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